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the heuristic movement and the preaching of Armstrong. The authors' object is "to provide a school course of practical training in chemistry, suitable for those studying the subject as an integral part of their general education, and at the same time to lay a solid foundation for such as may require to specialize in it later. The ultimate object of the authors is the cultivation of a scientific habit of mind in the pupils through the medium of chemistry, rather than the mere acquisition of the facts of the science." It must be confessed that high-school teaching of chemistry in this country aims chiefly at presenting and imparting the facts in the form most easily assimilable—a perfectly legitimate aim in the professional training of a future chemist.

To utilize the teaching of chemistry in the high school primarily as a means of training in scientific method calls for very much more energy and logic and scientific character in the teacher. Therefore, feel the authors, "too little systematic effort has been made to induce pupils to think for themselves, and insufficient care taken to relieve the teacher from the immensely increased burden of work which is involved in the method of individual investigation." For this reason, they aim to give such clear directions for the performance of experiments and the observation of results as shall be intelligible without further explanation; to devise definite means of inducing thought about the work done; and to afford opportunity for applying original thought to the solution of problems. In carrying out their plan, they have thought well to begin many chapters with a list of preliminary questions to be answered from general knowledge; after the practical work, a further list of questions serves to elicit the principal conclusions. To characterize the type of these questions would require too extensive quotation; but they endeavor to bring it about automatically that, even under the most wooden of teachers, the pupils will be compelled to think scientifically about everything they do. Frequent problems are inserted, to exercise the power of application of quicker pupils and to keep the members of a given class fairly well together.

The first 74 pages deal with the preliminaries of manipulation, including practice in simple quantitative work; pp. 75-144 present, in a study of combustion in air, a type of the general method of chemical investigation suitable for beginners; pp. 145-232 deal with classification of materials, the nature of oxides, water, and acids, leading up to the constitution of salts; the atomic theory is first introduced at p. 262, chemical equations at p. 277, systematic discussion of non-metals at p. 287, and of metals at p. 453.

The adoption of such a text as this one in schools in this country would result in a diminution, no doubt, of results in the more immediately tangible but evanescent form of chemical facts imbibed; but in an increase in capacity and power for scientific observation and thinking which, like "culture," is less tangible but relatively permanent.

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Some Fundamental Verities in Education. By MAXIMILIAN P. E. GROSZMANN. Boston: Richard G. Badger, 1911. Pp. xix+118. \$1.00.

This work deals with fundamentals in that it goes back to motor and sense training. Part II, which is entitled "Art Culture and Art Expression," gives an extended account with illustrations of experiments in art work with children in the Ethical Culture School during the nineties. The author's conclusions as to "Interpretation and Symbolism" and "Artistic Culture Epochs" seem somewhat extreme.

There is little material with reference to the later significance of this elementary period, and its experiences. The fourfold introduction by Messrs. Bolton, Chambers, Poland, and Horne express well-merited appreciation of the pioneer work done by Dr. Groszmann.

The Women of Tomorrow. By WILLIAM HARD. New York: The Baker & Taylor Co., 1911. Pp. xi+211.

In the flood of new books dealing directly with education it will be easy to overlook this contribution to one of our urgent problems. Mr. Hard has made a serious study of present tendencies in the education and life of women and has written a valuable book in an interesting manner. His chapter on "Learning for Earning" makes available a view of technical training from Colonial days to the work of the Manhattan Trade School for Girls and Simmons College.

Teachers who are following conventional courses as well as those more progressive need the experience of seeing their charges in the light of the problems they must meet—the postponement of marriage, the preliminary period of self-support, the new training for motherhood, the problem of leisure, the opportunity for civic service to which the author devotes his successive chapters.

Saleswomen in Mercantile Stores. By ELIZABETH BUTLER. New York: Charities Publication Committee. \$1.00 (paper \$0.75).

This study of saleswomen in Baltimore affords an illuminating view of the occupation entered by many of our schoolgirls. School authorities need the results of a series of such surveys in order to plan a more effective social curriculum. Of direct help will be the accounts of schools for salesmanship in Boston and elsewhere.

The Status of the Teacher. By ARTHUR C. PERRY, JR. Boston: Houghton, Mifflin Co., 1912. Pp. xii+78. \$0.35.

Dr. Suzzallo in the editor's introduction to this number in the Riverside Monograph Series calls attention to "four major elements which directly condition classroom activity: (1) the teacher's personality, (2) the course of study, (3) the child, and (4) social ends; each in turn has come into focus to receive an emphasis which, temporarily at least, has subordinated other factors, even those that had been thrust emphatically into professional consciousness during the previous decades." "For the purpose of raising to full consciousness the status of the teacher, it is necessary to know upon what traditional and rational grounds the teacher enters upon the performance of his functions; to know just where his powers begin and end; to know just where are the sanctions for everything he does."

Dr. Perry gives us information on the subject under the heads of the authority, the responsibility, and the profession of the teacher. His statements will be helpful, although one could wish that he had grappled with the problem somewhat more fundamentally along lines laid down for instance in Henderson's *Principles of Education*. The part the teachers of the country will play in determining its policies of education and the status of their own class is an urgent question and deserves more attention than is given it.

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